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ABSTRACT

American responses to educational problems faced around the globe can serve as models for developing nations. The following characteristics of American education with particular relevance for education in developing nations have been organized as inputs, structures and strategies, and outputs. Inputs to the system of American education, defined in an historical context, include sociocultural pragmatism vs. long-range planning; centralization vs. decentralization; and democratic vs. elite education. Innovative structures and strategies provide the following: (1) new ways of perceiving the educational process, for instance the accountability movement; (2) new housing for education, such as open classrooms; (3) new values--humanistic vs. manpower; (4) expanded participation in the educational decision-making process by students, professionals, parents, and other interest groups; (5) variety in instructional level organization, including the nongraded approach; (6) learning how to learn; and (7) examination of the process of educational change itself. The output of American education is no longer being absorbed by the society. More emphasis on humanistic programs could counteract this situation. Human experience with educational problems should be incorporated into a world information pool on education strategies. (JH)

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CHARACTERISTICS AND INNOVATIONS IN AMERICAN EDUCATION OF RELEVANCE FOR INDIAN EDUCATION

by

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Paper to be presented at
The University of Mysore,
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A mere description of American educational characteristics can leave the reader with a feeling of enlightenment, but without any real way of utilizing the information to better cope with his own problems. An essential objective in the following selection of factors in American education has been both in terms of their significance in shaping and characterizing American education, and in their particular relevance for education in developing nations. In the "American tradition," we will try to provide a functional and utilitarian basis for the selection of material.

There are a number of global problems in education for which the American response might serve as a significant transferable model. In selecting key characteristics for investigation, a system analysis model is being used consisting of three fundamental components: 1. Inputs, 2. Structures and Strategies, and 3. Outputs.

I. INPUTS IN AMERICAN EDUCATION

A. Socio-Cultural Pragmatism Vs. Long-Range Planning

The American approach to decision-making and institutional development is prone to stress responses to crises, through problem solving techniques and flexibility, rather than long-range ideological commitment. This was reflected in the functional training for the clergy and the law that characterized the 17th century colonial period in New England, utilitarian commercial skills training that

characterized Ben Franklin's Academy established in Philadelphia in 1751, education for nationalism which characterized the post-Revolutionary war period of the later 18th and early 19th centuries, Education for Democracy which characterized the Jacksonian and Post-Jacksonian period of the 1840's and '50's, or the commercial, vocational and technical curricula which developed in the post-civil war and early 20th century period of the early Industrial Revolution. In the three decades preceding 1940, John Dewey and the Progressive Movement in Education, which stressed problem solving techniques and a dynamic relationship between school and society, reflected this responsiveness of the educational institution to societal pressures and needs. Today, discovery approaches to learning advocated by Jerome Bruner suggest the function of education as a continuous and open developing and testing of hypotheses.

This pragmatic approach in America based on selective migration, positive environmental responses of an open frontier and commitment, and conditions for an open and mobile society, often is viewed from outside the American system as motion without any specific direction and plan. In a sense this is true since American education lacks clear cut definable objectives and is characterized by a great deal of waste in resources and energy. However, this problem solving approach, which deals with crises on an ongoing and piecemeal basis and stresses the process rather than the ideological content of democracy, has up until now maintained the open society, and limited

the ultimate commitments and hardening of social structure that have characterized more traditional societies. The contemporary movement in American education to more clearly define educational goals is related to growing economic pressures for developing greater efficiency in educational practices.

Contemporary emphasis on a greater degree of longer range futuristic planning and research, information dissemination, innovation, diffusion, and the growing federal government contribution to education (in 1972, the Federal government provided 20% of the money spent by colleges and 7.5% of money spent by elementary and secondary schools for 8% of the total costs of education) suggest that the traditional pragmatic approach is not adequate for a rational response to the rapidly accelerating changes which are taking place in our post-industrial period, and that a greater degree of long-range planning and coordination are needed. In those developing nations without the American cultural heritage and environmental conditioning of pragmatism, greater stress generally is placed on the Napoleonic model, with long-range planning taking place under the auspices of a centralized authority and a minister of education.

A portend of possible future approaches is expressed in the idea of "rolling reform" research based decision-making. This approach stresses development of long-range plans but in recognition of both potential inflexibility of long-range planning and the changing

educational needs of a society in motion, "rolling reform" secures ongoing feedback on the basis of researched practical consequences and experiences and provides for functional modification of plans and procedures based on experiences and changing needs.

B. Issue of Authority-Centralized vs. Decentralized

Vital continuing issues in the educational decision-making process, are how much and what type of authority should be centralized or left to the option of the local community. These issues in American life have never really been resolved and the emergent pattern has been more or less responsive and flexible to changing societal needs.

The tradition of the agrarian yeoman small landowning farmer, laissez-faire individualism, anti-authoritarianism and local control, was best exemplified in the colonial Articles of Confederation Period, during which an attempt was made to institutionalize the principle of states rights through a loose confederation of powerful states joined together in a weak national government. This political organization was not successful and as a result of the Constitutional Convention, American's moved from the Agrarian Declaration of Independence to Federalism, a more practical form of national government. This democratic agrarian tradition was still dominant, however, and was reflected in Madison's Federalist Papers and the Jeffersonian tradition. Fear of the abuse of power by government led to circumscription of its

power through institutionalized diffusion and fragmentation of power, separation of powers between the executive, legislature and judiciary, and division of powers among local, state, and national agencies. This political and fiscal power diffusion through separation and division of constituencies, and the designation in the National constitution that education is a residual state power, has resulted in on-going conflict between the power position and authority of different components of government. The conflict resulting from this division of power has been particularly aggravated when set into the long-range techno-economic modernizing trend requiring greater centralization of responsibility and authority, and therefore encroachment on the powers delegated or reserved for the state governments.

The American people have been fortunate in that the national government was able to prevail over so vast a territory for a long period, despite limited communication and control mechanisms and that the United States only experienced one - Civil War (1860-65) during this period of developing national cohesion.

National industrial and communications developments and the greater efficiency of larger administrative units of decision and government have also brought about consolidation and the development of more viable larger units of organization and have resulted in the consolidation of American school districts from over 40,000 in 1940

to under 18,000 in 1970. These local school districts are administered by elected or appointed lay Boards of Education run by a professional executive, the Superintendent of Schools. These Boards administer education in cities, towns or villages of varying sizes, and have the power to hire and fire teachers, negotiate and decide on salaries, and make personnel, curriculum, program and plant decisions within prescribed state guidelines. Local school budgets are funded approximately 55% from local taxation, 37% from state contribution and 8% from the national government, and the local Boards of Education face conflicts inherent in this type of funding situation.

Within each school district, the "traditional" battles takes place over issues such as town budgets, bonds and financing, fiscal needs, resource allocations, curriculum and personnel. The fifty State Departments of Education set some general standards for the elementary and secondary schools but with the rise of large cities and urban centers have been by-passed as the vital decision-makers in setting policy and implementing it. Federal government grants for education (particularly the Elementary and Secondary Education Act of 1965) have attempted to reconstitute the 50 state organizations as clearinghouses for programs and dispensers of Federal funds. This attempt to revitalize ailing State Departments of Education has been expressed by the recent Federal policy that states can secure maximum Federal funding by establishing state committees which represent major educational interest groups in the state.

What holds American education together despite this lack of central ministerial authority? Essentially it is held together by ancillary organizations which exist outside of the formal decision-making authority, but which play a vital part in providing a degree of uniformity and cohesion to education. These ancillary groups consist of teacher organizations, professional discipline oriented organizations, book publishers, foundations, colleges and universities, national products and common shared experiences including the communications media and T.V. Up until the administration of President Richard Nixon, the Federal government had been providing more and more funding for education and expanding all programs on all levels and even recently had been setting more and more guidelines and evaluation standards that have assisted in bringing some greater central order to education. The development of the ERIC (Educational Resources Information Center) Information system, the use of regional laboratories as clearinghouses for this centralized information depository, and the 1973 creation of the National Institute of Education, are intended to develop a more effective Federal government participation in education which will doubtlessly lead to greater Federal decision-making as well.

C. Issue of Opportunity: Democratic vs. Elite Education

Developing nations often face the quandry of a large part of the population clamoring for education despite limited resources to do the needed job, and priority expenditure decisions such as use

of resources for fundamental education to raise the general level of the population or on higher education for an elite group.

In the United States, the tradition of providing fundamental education to all is part of the national heritage and was instituted as early as 1637 in Colonial New England. Based on the Lutheran and Calvinist tradition of everyman being able to read the Bible, Massachusetts Colony passed the "Old Deluder Satan Act" which clearly required communities of 50 families or more to provide basic education for all children in the community. Through the Northwest Ordinance of 1787, the Federal government provided the Western Territories with land grants for educational purposes, with the grants becoming the basis for developing quality public higher education in the (now) mid-west area. From the basic religious rationale for popular education, nationlist, democratic and industrial rationales were developed which succeeded in expanding the percentage of population intake into the public schools and extending their stay longer and higher through compulsory education laws and child labor laws.

This democratic expansion of educational opportunity has increased in recent years to include greater numbers of those previously discriminated against because of social class, race and sex (blacks and women), and those previously discriminated against because of learning interests or capabilities not in traditional

academic fields such as technical and vocational education. With the advent and expansion in recent years of the community colleges and the supportive services and technical programs at these colleges, a redefinition of higher education has been taking place which increasingly is recognizing the rights of all citizens to education in a broadly expanded range of courses and curricula. The "open admissions" revolution currently taking place on the higher education level is transforming the traditional college role of educator for a select and specially qualified group, to an institution aiming to meet the needs of a wider spectrum of the population. The growing student shortage in overexpanded colleges will probably accelerate this democratizing process.

The expansion of educational opportunity in American education might therefore be explained in terms of two vectors moving in opposite directions and periodically being pulled together into the context of a common school. The education of the common man as reflected in the vector of terminal education being pushed higher and higher into the one time elitist college and the traditional exclusive education of the elite as reflected in the vector of prep schools, private education and Ivy League Colleges on the American East Coast, being pulled into the common and comprehensive public tradition.

Through the development of the common elementary school by the 1830's, the invention of the comprehensive (common) high school by 1925 and the development of the comprehensive community college in recent years, the gates and rites of passage which were supposed to separate the elite from the common man (elementary school final exam and diploma, high school education, final exam and college entrance exams) were and are being gradually eroded. The "open admissions" comprehensive community college has been a logical extension of the democratic impulse. The democratic revolution in the United States has reached the stage where organizations like the Carnegie Commission has been calling for democratic education which would eliminate time and course location requirements, and would enable maximum curricula options for a wider spectrum of the learning population.

In the United States, we are fortunate in that expansion of types of student population took place on a continuing ongoing basis making the next major educational thrust from our current educational programs to continuing lifelong education a logical extension of our past experiences and democratic commitments. This has meant that resource allocation for expansion has been made on an ongoing basis, and the current pressures for further expansion are therefore not a radical departure and do not undermine our economy, threaten our political commitments, ideologies and traditional fiscal allocations.

The contemporary movement for available lifelong education for all the people is coming at a time when educational technology, individualization techniques, administrative procedures, economy needs and population growth have developed to the point where expansion to this next stage is a practical and logical extension and where massive fiscal commitments are not really necessary.

This reality, which for America, is a logical extension of past experiences, is not however the reality for developing nations which are as yet a long way from maximizing their institutional development and expansion in education, but yet are being called upon to expand continuing and out of school education. It is quite probable that developed nations will have an easier task of moving to this next education step both in terms of socio-institutional capabilities and also because this next step may well again public support because of its promised economic advantages.

II. INNOVATIVE STRUCTURES AND STRATEGIES IN AMERICAN EDUCATION

There are a number of areas in which changes are taking place in American educational practices. However, they are all not of equal value in terms of the long range trends, nor are they equally applicable or relevant for developing nations. Selected for description are those which might have the greatest relevance for educators in developing nations.

A. New Ways of Perceiving the Educational Process

One of the major revolutions in American education has to do with developing new ways of looking at the educational process and the implicit process goals. Traditional education has been characterized by vague goals, hit or miss intuitive strategies and ineffective evaluation procedures. These approaches have come under attack by those pressing, for a number of different reasons, for a more scientific approach to education. One of the first significant blasts from this quarter was Benjamin Bloom's Taxonomy of Educational Objectives, in which he categorized and classified different levels of cognitive and affective objectives, and from which has developed a full grown systems approach which is calling for relating the Inputs, Structures and Strategies and Outputs of Education in a rational and organic manner. It is this process thinking applied to education which is indeed revolutionary in American education, because we have been, as have other nations, victimized by an amorphous approach to education in which learning and education were relegated to the realm of an intuitive mystique for which there was a minimum of responsibility and accountability. In the United States, more education, and greater fiscal expenditures were often promoted with a religious fervor, and educational objectives were often characterized by broad, unmeasured general categories such as "citizenship."

The contemporary stress for a systematic and accountable approach to education is being introduced on many levels and is bringing about major changes in the actual operation of the educational establishment. On the managerial level this emphasis on accountability is being expressed as a "management by objectives" (MBO) movement which is instituting sounder management practices in education. On the teacher education and teaching levels it is being reflected as focus on developing clearly defined terminal behavioral objectives for courses, more accurate ways of determining and evaluating when the necessary skills and understandings to reach the objective have been achieved, and the relating of different structures and strategies to an efficient achievement of these objectives. On the student level there is growing emphasis on the utilization of self-management capabilities which would be transferable to the out of school world. Boards of education and boards of trustees are calling more and more for greater accountability by professionals in education and greater justification for use of resources on the basis of anticipated and actual outcomes.

It is quite probable that this new way of viewing and justifying costs on the basis of clearly defined objectives, and enabling tasks and strategies, can be a valuable innovation for developing nations wishing to maximize results with a minimum investment in hardware.

B. Housing the Educational Process

There are two significant changes taking place in the way American education is housed, as expressed in new approaches in curriculum and methodology. Both of these changes reflect an increased degree of informality in the educational process. On the one hand, walls within the schools are literally coming down or being pushed aside as the movement towards greater flexibility gains momentum, where the ideas of open space and flexible "open" classroom organization based on the particular needs of a time are replacing the traditional assembly line view of education as fixed time, space and content formats. On the other hand, there are developing schools without walls (Empire State College in New York State, Antioch field programs, Philadelphia Secondary Parkway Program), and external curricula on the elementary level which are providing out of class and out of school community alternatives to the traditional total in-class educational system. Both the removing of the walls inside of the schools and the removal of the walls between the school and the community reflect a growing recognition that the traditional graded classroom has a level of information which is generally below that of the vital pulsating outside world, and that greater flexibility is needed both internally and externally to capitalize on the diverse experiences and contributions to education from a variety of community sources.

For developing nations, the appropriateness of providing alternatives for opening the classroom both to the inside and outside worlds should be dependent upon the level of and degree of available and manageable academically significant experiences outside of the school, and the value of teachers and students working in these new situations. If actual or potential use of communications media, resource and learning centers, and community resources have reached or can reach a higher level than that used in the schools, and educational administrative science has reached a sophisticated level, there is every advantage in going outside of the formal class. Certainly, utilizing a multiplicity of educational communication sources and externally based learning experiences would more rapidly antiquate the traditional information function of the school. Utilizing out-of-school resources also suggests some guidelines and processes for organizing, and developing an ongoing relevance for these experiences. Stress on process goals in education which include learning tool skills, problem solving approaches, self-instructional competencies and sophisticated receptivity to knowledge transmission by the media would be most significant for school systems to help articulate learning experiences outside of the school system. The value of this means for "leaping" over the expensive physical plant stage of educational growth and development, and the specific way this might be done under conditions where the community skill and

information level are clearly not as high as the level in the school, might be worth exploring by developing nations.

C. New Values for a New Society - Manpower vs. Humanistic

Traditional American education on the elementary and secondary levels, but less so on the higher educational level, placed high priority on concern with the values of democratization, socialization, and societal manpower needs. The priorities of these values, especially those of manpower needs, are being questioned by youth and older people raising humanistic questions about the values of our technological society. Certainly, the emphasis on humanistic education and education for self-development reflect early stages of the revolt against utilitarian education, as defined by earlier manpower needs of an industrial society. Stress on processes such as value clarification, discovery processes and self-awareness and sensitivity training, and the idea of custom tailored curricula reflects a degree of opposition to the industrialization of society and the near mechanization of man. This shift to individualizing curricula and custom-oriented approaches coming at a time when the United States has moved into a post-industrial type of economy are important factors for developing a more humane, personalized, and leisurely approach to life, and less guilt feeling with abandonment of the Protestant work ethic which has characterized American growth.

One, however, should differentiate between what are clearly post-industrial humanistic studies in an already industrialized society and humanistic studies in a society which is attempting to industrialize. In developed nations, this shift toward the humanities and humanistic values seems to be based on an attempt to seek out a lost human oriented ingredient in a mechanical world. For developing nations, stress on vocational, technical, and economically utilitarian skills might well be a needed ingredient in order to get to the stage for a reality based and economically feasible humanism. At the present time, nations such as India are facing serious output problems with excessive manpower being turned out in the humanities and inadequate manpower in quality level industrial, vocational and technical arts. Adequate stress on the industrializing arts in elementary, and post-secondary education, in order to develop the skills and attitudes helpful in the industrialization process, might well be a necessary step on the road toward a well grounded humanistic curricula.

D. Participants in the Educational Process

In American education, ancillary interest groups have generally been a significant factor in educational decision-making. This has resulted from a political organization which by default, places a great deal of educational decision-making outside of the

academic institution (as part of the democratic tenor and fear of intellectuals) and into the hands of interest groups such as parents, lay boards of education, local boards of finance, book publishers and foundations. In recent years, the list of significant participants has been modified to include student clientele, teacher organizations, as well as the Federal government. The addition of these groups has taken place as a result of the youth rebellions of the 1960's, growing teacher power as a result of a redefinition of the professional's role, and a shifting of school support to the Federal government as local revenue sources and capabilities narrowed.

In a positive sense, this expanded participation in the educational decision-making process by clients, professionals, parents and other interest groups has resulted in more relevant feedback on the quality of the job being done by the schools. Although this type of feedback can reduce the chance of the schools losing touch with their societal inputs, it can also result in an increase in the shifting and irrelevant changes that characterized educational decisions based on the expressions of interest groups. The American case reflects a highly adaptive system (sometimes too adaptive) to the pressures of a particular time, and highly responsive to real felt needs of serviced clients, and reaping the positive and negative consequences of this approach.

E. Levels of Organization in Education

Recent additions and variations on the traditional elementary, secondary, and higher education ladder of the United States have been expansion downward of early childhood education, the development of the middle school (grades 5-8), on earlier development of the Junior High School and the recent development of the community college and continuing education programs. In reality, none of these old or new components embody a process for a structural sorting out function to separate terminal from preparatory students. These different levels have generally been formed in response to external pressures, rather than inner logic, and their educational rationales are developed after rather than before the fact.

The early childhood education programs, Head Start and pre-nursery school, though somewhat late developing in the United States, reflect a growing recognition that conceptual development starts when the child is born, and that delay of formal instruction until the age of six especially for the disadvantaged children coming from socially impoverished environments might well necessitate compensatory education to deal with this deprivation. Concern for the socio-economically and socially disadvantaged during the administration of President Lyndon B. Johnson led to growth of the Head Start early childhood programs and a stress on early childhood education. Funds for these programs have been significantly curtailed by current

government cutbacks, but this area probably will expand tremendously when Federal funds are once more available.

The middle schools (generally grades 5-8) were started in response and as a compromise to pressure for integration on the elementary school level, and for better usage of available plant and facilities. They have developed into full grown organizations with their psychologists, philosophers, ideologists and all other sorts of defenders. They seem to be a fast growing and expanding partsof the school system, moving into areas formerly occupied by the junior high school (generally 7-9).

Community college growth is very pronounced and has had far reaching significance for the expansion and redefinition of higher education in the United States. Starting out as initially terminal institutions to provide technical training for the immediate community, they have grown to be preparatory institutions as well, with as many as 60-70% going from these community colleges to higher level institutions. It is on the community college level that major adjustments of higher education are being made for the academically less motivated students and for those most interested in more practical and functional studies. It is also on the community college level that major curricula, methods and individualizing innovations are being made.

F. Levels of Organization in Education

Another significant innovation in levels of organization in American education is the non-graded approach, whereby traditional grade levels are eliminated or reduced, and the student moves toward mastery of content and achievement of objectives in each of the designated subject areas at his/her own pace. Theoretically, the non-graded approach makes it possible to move toward an achievement of objectives as rapidly as learning capability and interest permit. In a practical sense however, the major thrust for non-gradedness has had an impact on school grades 1-4 with only very few elementary and secondary schools attempting this educational reorganization. On the college level, this non-gradedness is reflected in the movement for external examinations, based on a mastery of subject matter through a multiplicity of possible learning strategies. This subject mastery strategy based on external examination in Western Europe has powerful advocates (Educational Testing Service, Carnegie Foundation etc.) and is making rapid strides under terms such as "Open University." This type of lifelong training and retraining can also be a vital factor for the developing nations, however in a different sense from that of the developed nations. In developing nations, traditional stress has been placed on adult basic education and literary programs, but there is also a recognized need to teach fundamental job related vocational and technical skills, and provision for the regularized upgrading of

these skills and mobility through systematic incentive based training programs. Provision of this type of continuing education, might well be a vital factor for improving the contribution of education to national economic development.

Another educationally significant innovative movement is that of post-secondary education. In 1973, reflecting this new direction, The Fund for the Advancement of Postsecondary Education was established as a Federal government agency; its domain of involvement and decision-making is expanding. The movement for post-secondary lifelong and continuing education is an area that will probably see major expansion in the next decade, both in the United States and in Europe, because major socio-technical changes of post-industrial society require some regularized and institutional supported capability of retraining, retooling and developing new skills as a means of emotional and economic survival in the contemporary period.

G. Curricula and Methodology

There are numerous curricula and methodology changes taking place in American education. The essential common input bringing about this curricula reformulation is the contemporary reality that a major part of the traditional role of the school in society, enculturation and information dissemination is no longer best served by the school system as it is. As a result of the development of

television most American high school graduates have spent more time watching television programs than they have in school sessions. The paperback and communications media revolutions and other societal information outputs have resulted in the level of information in many school systems being considerably lower than the level of information in the outside world. As Marshall McLuhan has pointed out, for many students going to school is an interruption of their education. With the advent of globe shrinking Telstar and Video-tape recording and playing capabilities in the home and computerized information and resource banks, this development has been accelerated.

Given this environmental change affecting information availability, and the rapidity of the pace of change which affects the time relevancy of acquired skills, curriculum developers have had to go back to the drawing boards to design meaningful curricula for a modernistic age. The contemporary approach is therefore being shifted to stress process goals of education, not what is being learned - content which is being changed rapidly - but how to learn. These process goals are reflected in the stress on tool skills, problem solving models, developing self-instructional competencies and self-evaluation techniques. These developments do not mean the abandonment of content, but rather a call to justify content

selection in terms of relevant contemporary and long range needs assessment. The advent and use of computers for information retrieval at elementary, secondary and colleges has further highlighted the declining importance of people serving in the capacity of overloaded information banks, and the growing emphasis on skills and processes to utilize more efficiently stored and retrievable information.

The curriculum changes that are taking place are also related to the growing reality that in the retraining and retooling operation that will be required in a continuing lifelong education process, the traditional role of elementary, secondary and college education as "provisioning" the students at the start for life's journey will have to be rethought in terms of types of education and skills that are most advantageously and efficiently learned and applied at the different stages of life. The use of educational technology and administrative capability are facilitating these required curriculum changes whereever, as in many cases, they provide for more effective and efficient ways to handle the educational process. Curriculum area components are vital for modernizing education in any nation and should be developed within a systems context considerate of societal needs and aspirations, and available and potential capabilities.

H. Educational Change

A major area of interest and concern in American education which has great relevancy for India and developing nations is the issue of educational change.

The United States Office of Education found that despite investment in developing all different types of educational innovations, these approaches were not being adopted rapidly enough nor to any great degree by the school systems. Funding given directly to colleges, to states and to local school systems was not producing the desired major changes. An increasing amount of funds are currently being allocated to study the change process itself, and maximize diffusion for the money invested.

There are a number of hypotheses all of which have a degree of importance regarding the change process and on which basis the Office of Education has invested funds, one of which seems to be absolutely crucial for accelerating educational change. These numerous hypotheses suggest that change comes about through the means of personal development (releasing individual creativity), better teacher personnel, students, content, methodology, research, evaluation and accountability schemes. One should recognize that all of these have had some share in bringing about educational change in the United States. What seems to have emerged as the most important operational and crucial hypothesis is that of

"organizational development" which stresses the relationship between the structure provided for educational change and the change capability of an institution. This approach suggests the need to design specific educational structures and utilize specific educational strategies that will be directly related to the change objectives. It also suggests and requires a broad systems approach for planning and the use of research on institutional and societal profiles provide as a basis for suggesting effective alternatives for bringing about change. It also requires knowledge of institutional informal and functional structures, and the capability to utilize group dynamics techniques for institutional development. It is possible for developing nations to bring about desired change through a number of different hypotheses and approaches, but the approach of "organizational development" provides a blanket rational framework for deciding on objectives, developing strategies and desigining more effective delivery systems for greater in turning out certain types of students.

III. OUTPUTS OF AMERICAN EDUCATION

Until recently, American education outputs have been intimately related and quite responsive to the manpower needs of society and knowledge systems required for continued expansion. The reduced need for a working force of primary, secondary and to a degree tertiary manpower is characterizing contemporary American

society and is reflected by over 300,000 teachers unemployed, and the general reduction of the role of the schools as manpower providers. This change in function is resulting in a shift towards an emphasis on more humanistic programs and outputs. The reality that our society can no longer absorb our traditional educational output requires some hard thinking and creative flexible planning on the part of American educators.

CONCLUSION

National backgrounds and conditions differ greatly, and therefore the total transfer of an educational institution from one nation to another is both impossible and probably undesirable. However, national experiences and perspectives have resulted in different educational responses and approaches to educational problem. Through a comparative study the alternatives being used by different national systems can serve as an extremely useful alternative pool for a selective diffusion of applicable innovations, modifications and adaptations to other systems. The broad range of human experience in dealing with the problems of education should become a central pool from which selected approaches can be used as suggestive models for consideration by different nations. The value of this selective diffusion however is a two way process with both developed nations and developing nations (and in truth, we are all

immigrants to this new emerging world) better able to suggest values and approaches from their particular perspectives. There is clearly a need for a world information pool on educational strategies that could well serve to the advantage of participating nations on an ongoing institutionalized basis.